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ABSTRACT

California's efforts to satisfy the educational needs of migrant children during the 1969 fiscal year are described in this evaluation report. Of an estimated 80,000 school-age children defined as migrants, 32,800 received services with 1969 funds. The major programs in the California Plan were (1) supplemental assistance to migrant impacted school districts and designated county offices to establish new programs and to strengthen existing educational programs for migrant children and (2) interstate projects to assure continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants. Techniques used to collect subjective data on program effectiveness included questionnaires, opinionnaires, anecdotal records, rating scales, and interview records. Information was obtained on such factors as teacher attitudes toward migrant children, workshop effectiveness, and teacher estimates of pupil growth. Data indicated that most program activities were highly successful in meeting program objectives. The children improved in classroom performance, general attitude toward school, regularity of attendance, and general behavior. Positive steps were taken to improve their general health, nutritional status, morale, self-concept, and peer relationships. Related documents are ED 028 009 and ED 020 831. (JH)

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CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

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Authorized Under Public Law 89-750, Title I
Elementary and Secondary Education Act of 1965

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EVALUATION REPORT
July 1, 1968 - June 30, 1969

Prepared by:
Division of Compensatory Education
Bureau of Community Services
and Migrant Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty
Superintendent of Public Instruction
Sacramento

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PREFACE

This report, written in compliance with Federal requirements, describes California's efforts to satisfy the educational needs of migrant children during the fiscal year 1969. It is a progress report on the types of educational activities implemented under Title I of the Elementary and Secondary Education Act, amended in 1966 by Public Law 89-750. Insofar as possible, it chronicles all activities designed to strengthen educational programs for children whose families follow the crops. The results obtained during the period covered by this report are by no means conclusive, however, they reflect an educational commitment, an ever increasing professional sophistication and an encouraging optimism on the part of local school districts, county offices and the State Department of Education.

Financial assistance to school districts who receive migrant children was initiated in the spring and summer of 1967, and continued and expanded in 1968. Of an estimated 80,000 school-age children defined as migrants, 32,800 received services with 1969 funds. While this number represents only a small percentage of the total number of eligible migrant children in the State, every effort was made within the limits of the funds to serve those most in need of assistance.

The emphasis of the California Plan for the Education of Migrant Children is, and will continue to be, on meeting the most pressing educational needs of migrant children through comprehensive and innovative programs. The breadth of future efforts will be limited only by the availability of financial resources.

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Acknowledgment for the preparation of this evaluation report is given to Mr. Ralph Benner and Mr. Jack Beckett, Consultants in the Bureau of Community Services and Migrant Education, Division of Compensatory Education. Dissemination of this document to school districts and other interested agencies will be conducted by their office.

Leo Lopez, Associate Superintendent
and Chief, Division of Compensatory Education
California State Department of Education

Ramiro Reyes, Acting Chief
Bureau of Community Services & Migrant Education
Division of Compensatory Education
California State Department of Education

DISCRIMINATION PROHIBITED

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, the Elementary and Secondary Education Act of 1965, Title I program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

I-EXEMPLARY PROJECTS

The California Plan for the Education of Migrant Children was the Project for the State of California under Public Law 89-750, for the 1969 fiscal year. Under this Project, 18 sub-projects were organized to provide services to 32,800 migrant children in 31 counties. The California Plan for the Education of Migrant Children was operated by the California State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education, with the cooperation and assistance of 184 school districts and 31 county superintendents of schools.

The California Plan for the Education of Migrant Children consisted of two major programs:

I. Supplemental assistance to migrant impacted school districts and designated county offices to establish new programs and to strengthen existing educational programs for migrant children.

II. Interstate projects to assure continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants.

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SUPPLEMENTAL ASSISTANCE

Provision was made to serve migrant children in all areas of the State where major impactions of migrants occurred. The State was divided into seven multi-county regions to facilitate the administration of these services. Within each of the regions, one or more county superintendents of school and/or local school districts submitted proposals to provide supplementary educational and ancillary services in migrant impacted districts within a specified geographic area. Fourteen of these proposals were approved and funded.

Eleven of the proposals provided supplementary educational services both during the regular school year and for summer school programs, while three provided for services during the school year only. Direct service activities were limited to the six months or less of highest impaction of migrants in the area served by the project. A system of service agreements specified the most pressing unmet needs of migrant children and the activities to be provided to meet these needs in each participating local school district.

SUPPLEMENTAL ASSISTANCE - Continued

All programs provided for services to children which were over and above those services provided through district or other funding sources. Each program was designed to include instructional activities, health and welfare services, pre and inservice education of professional and paraprofessional personnel, and supportive services.

The California Plan for the Education of Migrant Children can serve as an example to other large migrant states with widely dispersed migrant populations.

MINI-CORPS

The California Migrant Teacher Assistant Mini-Corps was continued and expanded to provide for training and employment of 280 college students in five of the State's seven regions. Students in the Mini-Corps were given two weeks of intensive preservice training, part of which was combined with inservice education for the teachers with whom they were to work.

Following training, the students were employed as teacher assistants in 63 school districts. In addition to their work as instructional aides, Mini-Corpsmen assisted in programs in camps after school hours; worked as community aides with parents, and assisted in programs in English as a second language and in informational programs concerning the services available in the area for migrant families. They played a major role in the afternoon portion of the inschool programs of physical education and recreation activities, arts and crafts, and instruction in Spanish.

This program is exemplary as a means of providing a pool of young, eager, well-trained paraprofessionals who expect to become teachers.

PRESCHOOL AND DAY CARE

A contract was negotiated between the State Department of Education, the State Department of Social Welfare, and the State Office of Economic Opportunity to provide a multi-funded program of preschool education and child care in the 22 publicly operated migrant family housing centers in the State. The contract provided that the program would be administered by the State Department of Education, Division of Compensatory Education, Bureau of Community Services

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and Migrant Education. Funds available through the Social Security Act, Title IV, and the State Office of Economic Opportunity were utilized to carry on a program of child care for children two to five years of age, and funds provided under Title I were used for a four-hour preschool education program. The total program provided services for at least twelve hours per day, six or seven days per week for the approximately six months per year that the centers were kept open. The preschool program included activities to enhance the academic, psychological, social, and physical development of 1,562 children three to five years of age.

This program was exemplary in demonstrating means of multi-agency funding of programs for migrant children.

Within the proposals submitted by local education agencies were exemplary activities such as the following:

MOBILE DENTAL CLINIC

Complete dental services were provided for 1,306 migrant children in one 3-county region through a contract with the University of California School of Dentistry. The University provided a mobile dental van, including X-ray and laboratory facilities, which was located in migrant family housing centers for 12 weeks during June, July, and August. The van was manned by a supervising dentist and ten dental interns from the University. Each child was provided a dental examination and fluoride treatment of the teeth. All carious teeth were repaired or, if beyond

MOBILE DENTAL CLINIC - continued

repair, were extracted. A few children required as many as five appointments in order to complete the dental work needed.

LANGUAGE DEVELOPMENT

Most of the participating districts gave a high priority to programs in oral language development and English as a second language. Evaluations of these programs indicate observable language improvement, greater ease in the classroom environment, and increased participation in all areas of instruction on the part of migrant students.

HEALTH SERVICES

Health services were a part of all programs, and were designed to supplement services available through other sources. Most of the programs provided some treatment of severe health problems, and a few provided extensive medical and dental care. Nutrition was provided mainly in summer school programs, since migrants participate in school lunch programs available in the schools during the regular term. In a number of the projects, breakfast, as well as lunches and between-meal snacks, were served.

HOME-SCHOOL-COMMUNITY LIAISON

Home-School-Community liaison services were emphasized in all programs. These involved the employment of bilingual aides to enhance communication between migrant parents, who have a limited command of English, and the schools.

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They proved very effective in helping to locate and identify migrant children, and in improving relations between migrant parents and the schools. This effort resulted in better attendance and attitudes toward school on the part of migrant students.

INTERSTATE ACTIVITIES

Two exemplary interstate activities were the Teacher Institutes for Migrant Education and the Interstate Record Transfer Project.

MIGRANT TEACHER INSTITUTE

The Institutes for teachers of migrant children provided for an intensive course of instruction in principles, problems, and practices of teaching migrant children, for teachers in school districts cooperating in the California Plan for the Education of Migrant Children. The course was offered at five California state colleges, and consisted of an on-campus session of two weeks duration, followed by supervised practical experience during the summer program in the cooperating schools. It concluded with a two-day critique on the college campuses at the end of the summer. A total of 250 teachers, including several from other states, participated in the program.

The program differed from the Institute conducted the previous year in that much of the instruction was combined with that provided for the Migrant Teacher Assistant Mini-Corps. Emphasis was placed on ways the two groups, and other paraprofessionals

MIGRANT TEACHER INSTITUTES - Continued

could work together to benefit migrant children. Experiences with the program led to planning which will combine the two programs in the future.

The Institute sessions and resulting changes in the effectiveness of the teachers were evaluated by the instructors, participating teachers and their school administrators. A significant improvement in attitude and in degree of effectiveness was noted in a majority of the participating teachers.

MIGRANT RECORD TRANSFER

Another project with major interstate implications was developed for implementation of the Uniform Migrant Student Record Transfer System. This project enables California to develop an entirely new set of procedures for the manual operation of state record depositories. An instruction manual was developed and distributed to all cooperating states. A users' manual for the Uniform Migrant Student Transfer Record was also developed and distributed. This manual was produced in the form of a programmed text to instruct users in correctly completing the forms and manually transferring them between schools and states. A series of workshops for project personnel were held in all regions of the State to introduce the new system and instruct clerks, aides, teachers, and nurses in the use of the new instruments. Personnel were made available to other states for conducting similar workshops.

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Work was also continued toward the implementation of the system in an automated mode. Much of the systems work necessary to the establishment and implementation of the National Depository was completed under this project.

The new Migrant Record Transfer System has met with a significant degree of success. The percent of records requested by schools which are available for transfer continues to increase as does the number of such requests.

II-CHILDREN SERVED

A. The California Plan for the Education of Migrant Children was planned to serve an estimated 43,345 children, divided into class groups as follows:

Preschool	2,555
Kindergarten	3,700
Grades 1 through 6	29,000
Grades 7 through 12	7,520
Ungraded	570

The number of children actually served in the program was somewhat below estimates at all grade levels. Several factors contributed to this situation. The first of these is related to the amount of funding which was made available. The shortage of funds necessitated the limiting of program duration to the six months of greatest impaction in each region. Since a very large number of migrants in California are crop specialists, many children of those who work in occupations which occur at times other than the major peaks of employment, were not served. Secondly, the peak of migrant employment in California occurs from August through October. During this period the schools are undergoing the transition from one school year to the next, and are least able to seek out and serve migrants. Many of those who remain in one location for relatively short periods are missed. Related to their rapid movement is the failure of many migrant parents to enroll children in school when they know they will only remain in the district for another few days. Many interstate migrants

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who work in summer crops in California prefer that their children who are old enough to work do so to increase the family income. Since attendance in summer schools is not mandatory, many of these children are not reached.

B. A total of 32,797 children were served by the program. These included 1,562 preschool children, 3,577 in kindergarten, 21,638 children in elementary grades 1 through 6, and 6,020 in grades 7 through 12.

C. Identification of migrant children in California is a process involving school personnel, project personnel, migrant parents, and other members of the community. The process utilizes school records, community surveys, and interview techniques to identify children who fit the following definition of an eligible migrant child:

A migratory child of a migratory agricultural worker is:

> "a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

For the purpose of identifying children of migratory agricultural workers the following definition was used:

II - CHILDREN SERVED - Continued

A migratory child of a migratory agricultural worker is defined as:

1. A child whose parent, guardian, or other person having custody is defined as a migratory agricultural worker; and

2. Who due to a change in the location of his parents' or guardian's employment, moves from one school district to another in the course of each year; and

3. Whose school attendance during the regular school term is interrupted or curtailed because of this change of residence, or who is a temporary resident of a district other than that in which he regularly attends school.

When a child is identified as an eligible migrant, he is entered into the Uniform Migrant Student Record Transfer System. A student enrollment transmittal is completed and transmitted to the State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education. A uniform migrant student transfer record is then begun.

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III-GRADE PLACEMENT

A. A variety of procedures were used to evaluate children for grade placement in the schools which they attend. Since all migrant children are integrated into the regular schools and classes of participating school districts, the methods and procedures used for placing migrant students are largely the same as those used for resident students entering the schools for the first time. These include records of previous schooling, age, appraisals of reading and mathematics achievement, and oral language usage. Subjective judgments of teachers and administrators may be used to supplement the available objective data.

IV-TEACHER-PUPIL RATIO

A. Since migrant children in California are integrated into the regular schools of the participating local school districts and no classroom teachers are provided through the California Plan for the Education of Migrant Children, it is not possible to compute a meaningful teacher-pupil ratio for this program. Specialist teachers are provided through the program to conduct small group and individual instruction for migrant students in such areas as oral language development, English as a second language, special tutorial programs, remedial reading and the like. Five hundred sixty-two such teachers were employed during FY-69. In addition, 1,357 aides and 326 other non-instructional personnel served the needs of migrant children.

B. Changes in basic curricula cannot be related to changes in teacher-pupil ratio in this program. Rather supplementary curricula in the areas of language development, English as a second language, and remedial reading were superimposed upon the basic curricula to enlarge and enrich the exposure of migrant children to subject matter in these areas.

V-INTER-RELATIONSHIP WITH THE REGULAR TITLE I

A. All educational programs operated within the California Plan for the Education of Migrant Children are required to be supplementary to, and to complement all other programs available in the district, including those provided under regular Title I. It should be noted that in many districts, however, most of the migrant children are not eligible to be served by regular Title I programs. The amount of funds allocated to California for regular Title I programs is far too small to meet even the most pressing educational needs of disadvantaged children. In large school districts, this has resulted in the designation of target areas where the highest concentrations of low income families reside. For the most part, except in smaller rural districts, agricultural workers tend to reside outside of these high concentration target areas and thus are not eligible for regular Title I services. Since many of the most pressing educational needs of migrant children are similar to those of resident disadvantaged children, the larger districts have tended to provide similar services for the two groups through the two funding sources. In smaller districts, however, migrant children are often found among the target population for regular Title I. These districts have been able to include some of the migrant children in the regular Title I program and provide additional services with migrant funds.

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B. Many school districts have been able to utilize some of the same personnel, facilities and equipment for both programs. Costs in these cases are prorated between the two programs. Inservice training for personnel has been made available to those employed in both programs. Teachers and administrators given special training in the Migrant Teacher Institutes have been widely utilized in these inservice programs.

VI-COORDINATION WITH OTHER PROGRAMS

A. A wide variety of Federal, State, County and local resources were employed in order to provide comprehensive services to migrant families in California. Federal funds supported programs under Titles I, III and V of the Elementary and Secondary Education Act, Titles III and V of the National Defense Education Act, the Economic Opportunity Act, the Vocational Education Act, the Social Security Act, the Migrant Health Act, and others. Programs funded with State monies provided relocatable school housing for migrant impacted school districts, preschool education and children's centers, and regular support to schools. The State Office of Economic Opportunity provide programs of employment, health, education, housing, legal services, consumer education and community organization. Counties provided programs through Departments of Public Health, Education, Public Welfare, and Housing. Many local community and service organizations also contributed to programs for migrants.

B. In all areas of the State in which the California Plan for the Education of Migrant Children operated, an intensive effort was mounted to coordinate all programs providing services to migrant families. The effort focused on establishing the most comprehensive program of services to migrant families possible, while avoiding duplication of services by the participating agencies. In each county, a migrant education advisory committee was established under the leadership of the county superintendent of schools.

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Those committees, composed of representatives of the agencies and organizations in the county providing services to migrants, served as coordinating body.

At the State level, personnel of the State Department of Education provided liaison with other State agencies and with statewide organizations who had programs for migrants.

C. An agreement was entered into which gave the California State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education, sole responsibility for operation of all Migrant Day Care/ Preschool programs in the State's 22 farm labor camps. Parties to this agreement were the State Office of Economic Opportunity, the State Department of Social Welfare, and the State Department of Education.

A combination of funding was agreed upon which resulted in a total of $1,584,000.00 for the funding of the program for the period May 1, 1969, through June 30, 1970. The agreement called for program conformance to guidelines of each funding agency as well as Federal Interagency Day Care Requirements. Guidelines for Compensatory Preschool Educational Programs were followed for the preschool aspect of the program.

In conformance with this agreement, total day care services were provided to migrant children from two through five years of age, with a four-hour preschool instructional period for the three to five age group. In addition, a variety of necessary services were maintained at all centers. Nutrition was upgraded by the breakfast, lunch, and morning and afternoon snacks. A diet equivalent to the Class A School Lunch Program was provided.

Health services were provided every child, with a health screening prior to, or immediately after, enrollment at the center. Eye and hearing, TB and other tests were administered. Any deficiencies discovered were referred to the family and, where necessary, to a physician or dentist.

D. Although a high degree of coordination and cooperation has been achieved and maintained between the various agencies and organizations serving migrants in the State, some problems are developing for which no easy solutions appear available. These problems, which prevent the highest level of program coordination between organizations, involve differences in guidelines, regulations, policies and definitions.

In spite of the large number of programs providing services to migrants in California and the quality of service provided, the problems facing migrant families and migrant children can be treated only superficially

ROGRAMS - Continued

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with the funds available. Problems of continuity of special educational services to migrant children still exist. Many children suffer from health and nutritional handicaps and from inadequate early childhood educational experiences. Additional funding for programs for two, three and four year olds is badly needed.

The present level of funding allows only those areas of the State which have major impactions of migrants to participate in the program; therefore, it was possible to conduct programs in only 184 of California's 238 school districts with known migrant populations. As a result, many migrant children were not benefited by the direct services provided under the California Plan for the Education of Migrant Children.

VII-INSERVICE TRAINING

A. Inservice training of staff was implemented at three levels within the California Plan for the Education of Migrant Children. State sponsored projects for the training of teachers and aides were carried out through the Institutes for Teachers of Migrant Children and the California Teacher Assistant Mini-Corps. Each of these projects included a two-week intensive preservice training workshop conducted with the assistance of five California state colleges, and employing the services of both college staff members and outside consultants. Both of these programs included six weeks of supervised practicum during the period of employment of participants in the project. College staff, as well as project supervisory personnel, met with these groups weekly during the summer to critique methods and materials, and for planning of classroom activities. Both teachers and Mini-Corps aides were assembled at the end of the program for further critique and evaluation of the work accomplished.

Each of the regions carried on additional inservice activities, primarily during the school year. These took the form of a series of short workshops for teachers primarily concerned with principles of teaching the migrant child and with special instruction in the use of supplemental curriculum materials and equipment. Additionally, some regions

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sponsored course work for aides and other personnel, offered in community colleges in the region.

Local school districts provided meetings, workshops and supervisory assistance to project personnel, directed toward better use of materials, equipment, and methods, as applied to teaching migrant children.

B. There was a limited amount of interstate planning of inservice training, mainly involving the States of Texas, Arizona, and Oregon.

C. Instructional staff were given training in the use of supplemental curriculum materials and equipment through workshops designed to provide instruction and practical experience in the use of the materials and equipment with migrant students. Curriculum specialists, and consultants provided by publishing houses and suppliers of equipment, were utilized in presenting the training.

D. Due to California's unique position in the migrant stream, little use was made of curriculum materials from states other than Texas. Materials from Texas were used in planning programs which would supplement those experienced by children attending schools there during the school year.

E. California did not participate on a regular

VII - INSERVICE TRAINING - Continued

basis with other states in a teacher exchange program during fiscal year 1969. Experience with the program in previous years indicated that little value to the program had accrued from participation. A very small number of teachers from Texas were employed in project schools during the summer months, but certification requirements and other problems precluded any large scale participation.

VIII-NON-PUBLIC SCH

A. No migrant children in the California P Education of Migran attending non-publi time that they rece The number of non-p decreased significa and for the most pa have long waiting l who by definition r in one community, s to non-public schoo

It is possible tha migrant children, w public schools in t may have participat in California publi number of such chi insignificant.

VIII-NON-PUBLIC SCHOOL PARTICIPATION

A. No migrant children who participated in the California Plan for the Education of Migrant Children were attending non-public schools at the time that they received services. The number of non-public schools has decreased significantly over the past and for the most part, those remaining have long waiting lists. Migrants, who by definition rarely remain long in one community, seldom gain admission to non-public schools.

It is possible that a few interstate migrant children, who attend non-public schools in their home-base state, may have participated in summer programs in California public schools. The number of such children appears to be insignificant.

IX-DISSEMINATION OF INFORMATION

A. California has used a variety of techniques for the dissemination of information and materials on an interstate basis. Memos and publications developed in California have been distributed to state education departments of cooperating states. Copies of exemplary curriculum materials developed in California for use with migrant children have also been distributed.

Conferences have been held with representatives of other states for exchange of information and for planning of interstate cooperative activities and programs. Several persons from other states have participated in California's summer workshops for the training of migrant education personnel.

The Chief of the Bureau of Community Services and Migrant Education has served as Chairman of the Interstate Committee on Record Transfer and the Committee for the Development of Program and Evaluation. Technical assistance has been provided these committees and the several states in fulfilling their purposes. The committees have met quarterly throughout the year.

B. Techniques used for interstate dissemination of information have also been used within the State. In addition, State Department of Education staff members have participated in numerous preservice and inservice education programs throughout California.

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Regular bi-monthly meetings of personnel responsible for the conduct of programs in all areas of the State have been held throughout the year. These meetings were conducted in different areas of the State in order that project personnel might have opportunities for inter-regional visitation. In addition, consultants have conferred with personnel in all project areas to disseminate information and materials on program planning, program development and content, methods of operation,and program evaluation.

Two sixteen millimeter sound motion Pictures in color were produced and are available for distribution. One, "Abre la Boca" was produced in cooperation with the University of California School of Dentistry and depicts the operation of a mobile dental laboratory which served migrant children in the San Joaquin Valley during the summer of 1969. The other, entitled "The Mini-Corps", tells the story of the work of the California Migrant Teacher Assistant Mini-Corps. Films previously produced continue to be shown widely throughout the country.

X-COMMUNITY INVOLVEMENT

A. Migrant parents participated in the program to the fullest extent possible.

B. Parents of participating children served as members of school district advisory committees. A citizens' advisory committee, including parents of participating children, was a requirement for all local school districts participating in the California Plan. These committees advise school districts in:

1. Developing programs in cooperation with existing community action programs in their locality.

2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children.

3. Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs.

4. Acting as a hearing board for any individual or group who may want to propose additions to, or changes in, the school district's proposed compensatory programs.

In addition to their functions as members of advisory committees, parents are employed as aides and in other non-professional positions by school districts

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C. Parents were involved in planning through the advisory committee structure outlined in B above.

D. The utilization of volunteers in the California Plan has been minimal, except as the Plan relates to other community activities. Volunteer help has been channeled into supplementary activities involving the welfare of migrant families, not regularly a part of organized programs.

XI-PROGRAM EFFECTIVENESS

A. Although not all programs were equally successful in meeting the educational needs of migrant children, evidence collected during the 1969 fiscal year fails to reveal any programs which can be considered unsuccessful. On the contrary, evaluation reports covering the various sub-projects of the Plan verify a high degree of success in meeting these needs.

The following cases will illustrate some of the tangible results of the program in various regions of the State:

OBJECTIVE DATA

In the following cases, objective data were gathered to appraise program effectiveness:

Case #1. This case illustrates the progress made by 228 children who were enrolled in a six-week summer program. The program concentrated on communication skill, with emphasis on language development and English as a second language. Reading was only an incidental part of the instructional program. The children were pre tested at the beginning of the program and post tested at the end, using appropriate levels of the California Reading Test, Form W. Average gains in reading scores range from 2-½ months for grade 2 to 6-½ months for grade 5. The average gain for the entire group was 5-½ months. See Figure 1.

AVERAGE GAIN IN CALIF
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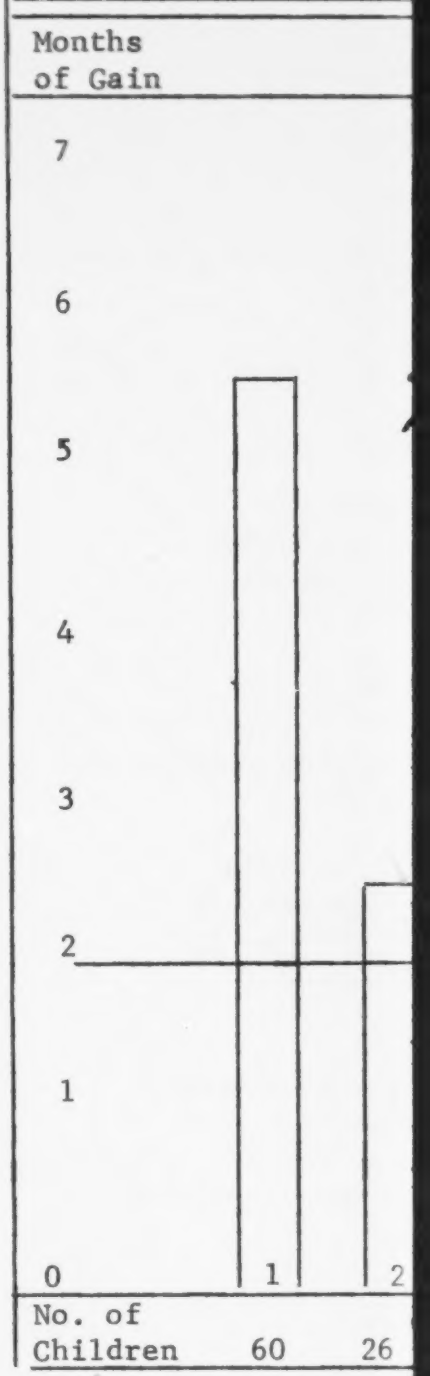

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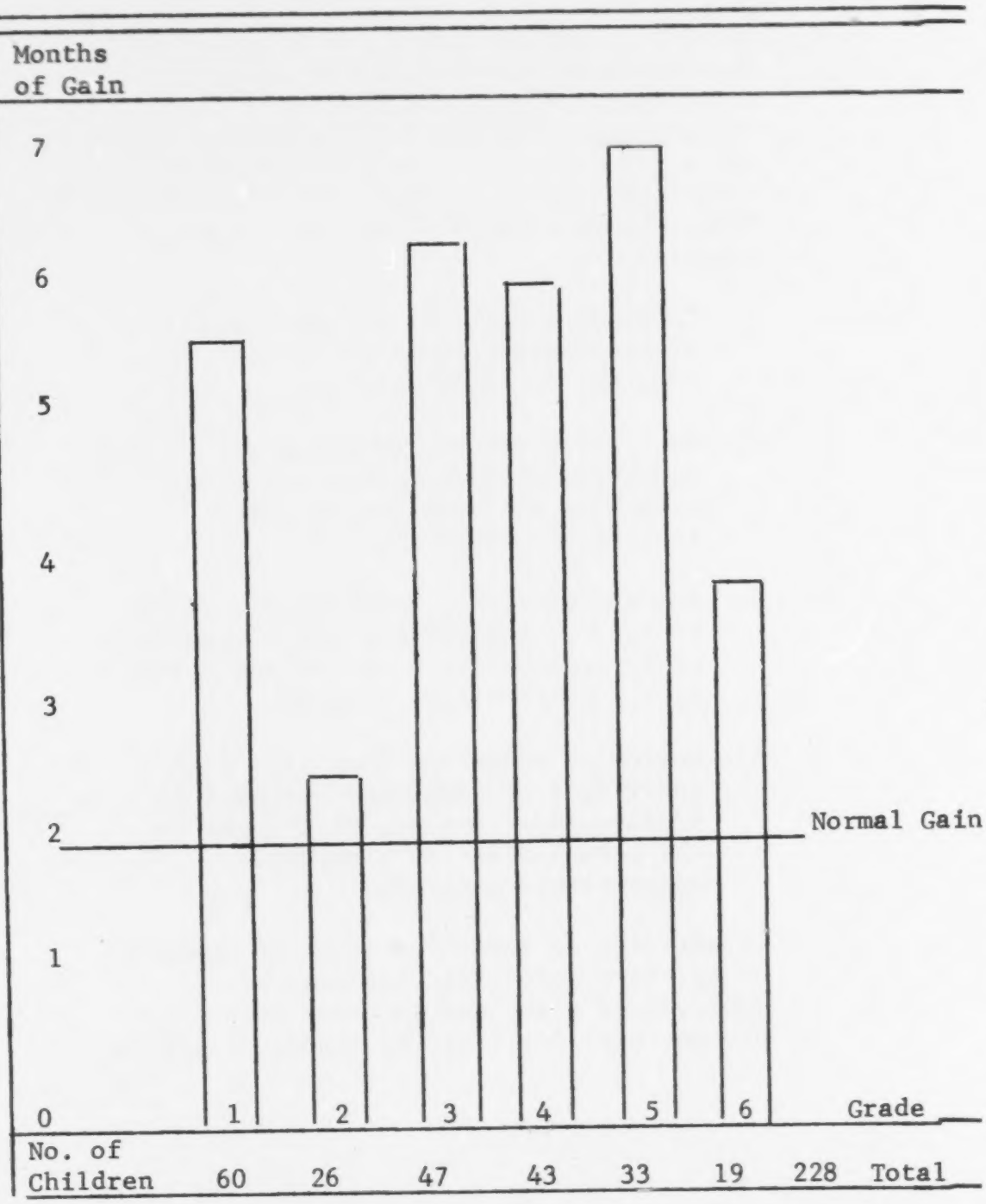
FIGURE I

AVERAGE GAIN IN CALIFORNIA READING TEST SCORES OF 228 MIGRANT CHILDREN IN A SIX-WEEK SUMMER PROGRAM STRESSING COMMUNICATION SKILLS



These results suggest that intensive communications skills programs, even of short duration, may substantially improve reading scores of migrant children.

Case #2. In one region, children were enrolled in a regular school program supplemented by special instruction in language development and English as a second language. Two hundred and two migrant children were tested with the California Achievement Test, reading section, and retested with the same test three months later. The mean net gain in scores between the two tests was 3.27 months. This represents a growth of a slightly more than one month for each month the children were in the program.

Case #3. In the preschool programs carried on in the migrant family housing centers, children were tested with the Bettye Caldwell Preschool Inventory. Pre and post test scores were obtained for a total of 267 children, of which 62 were 3-year olds, 100 were 4-year olds, and 105 were 5 years of age. A pre test was administered on July 2, 1969, at the beginning of the summer program; post testing was accomplished on August 28, 1969, at the end of the program. At each age level, the mean raw scores of the children improved significantly. Figure 2 illustrates the gains in relation to the test norms for disadvantaged children.

Case #4. One region reported on medical services provided to 4,285 migrant children screened for health problems. The following two pages indicate the disposition of these problems by all involved agencies and funding sources available in the region. All services were coordinated by the region.

GAIN IN RAW SCORES OF 3-4
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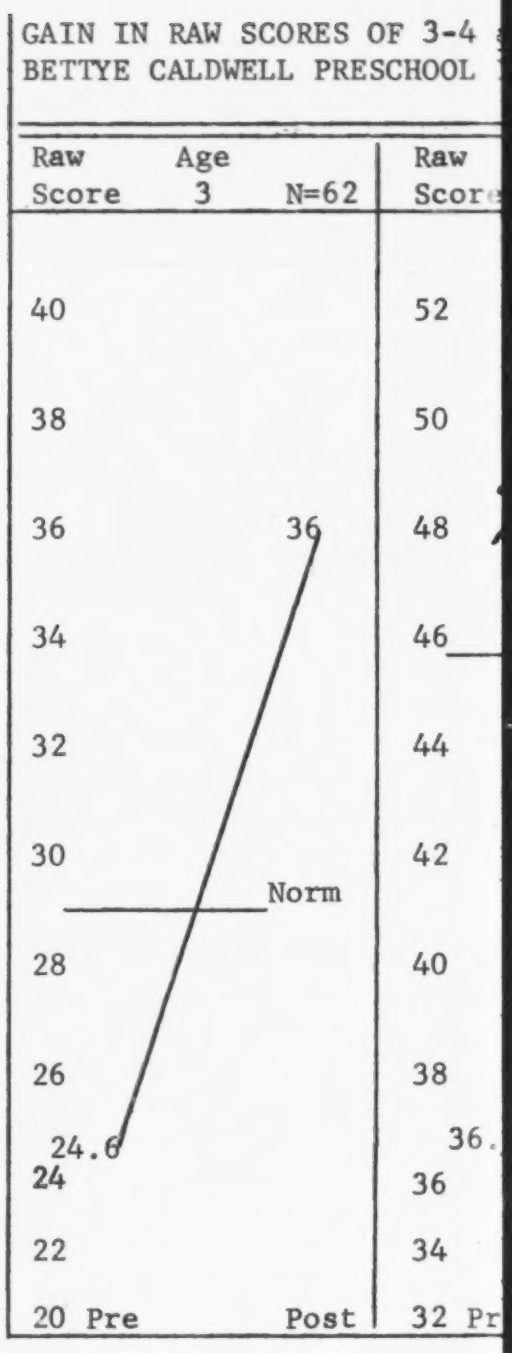

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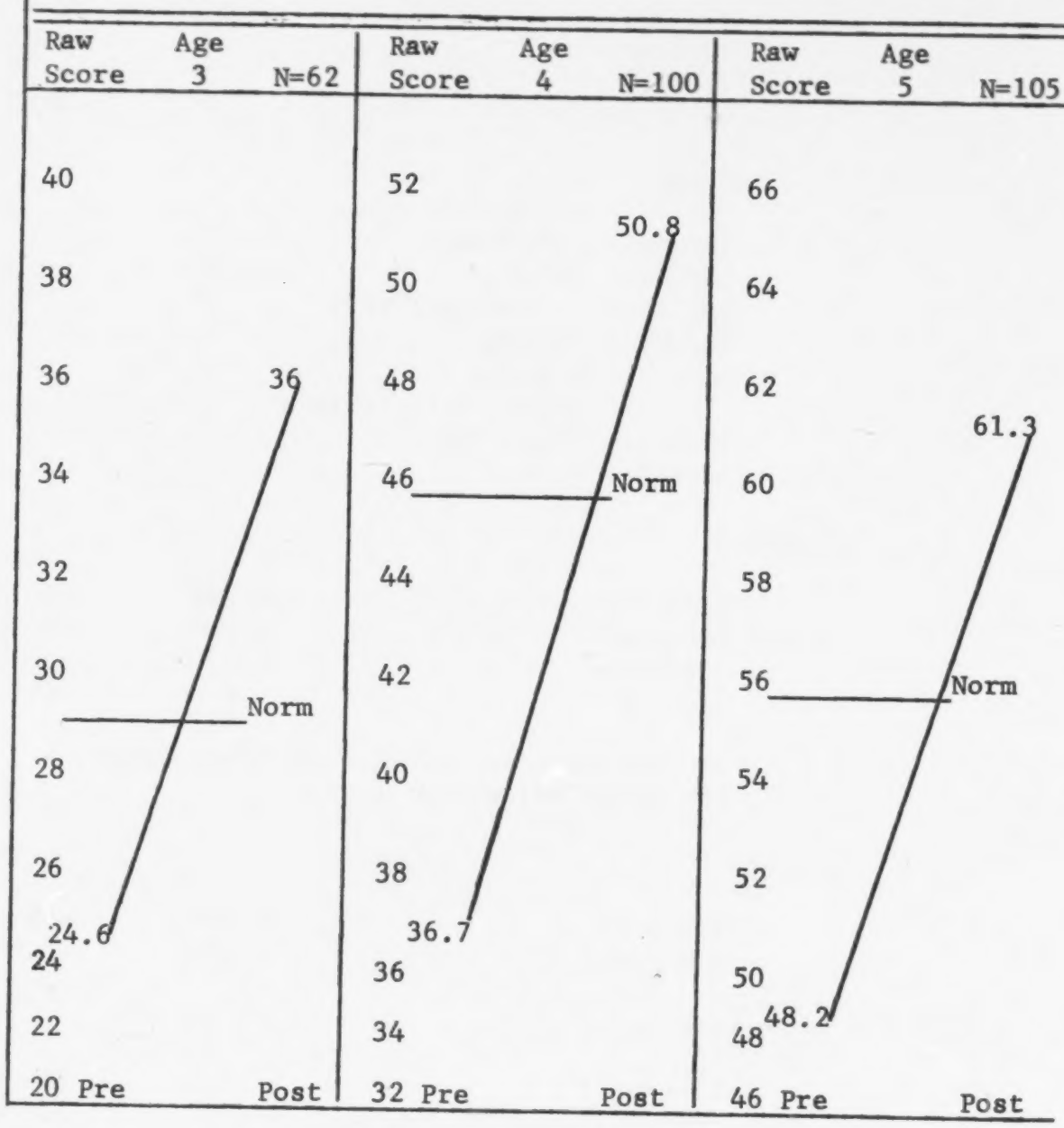
GAIN IN RAW SCORES OF 3-4 and 5 YEAR OLDS AS MEASURED BY THE BETTYE CALDWELL PRESCHOOL INVENTORY IN AN 8-WEEK SUMMER PROGRAM



MEDICAL SERVICES FURNISHED TO 4,285 MIGRANT CHILDREN

Medical Referrals	204	4.8% of 4,285 children
Follow up		
Corrected	167	82 % of referrals
Pending	13	6.4% of referrals
Moved	15	7.3% of referrals
No action	9	3.0% of referrals
Findings		
Orthopedic Problems	12	
Cerebral Palsy	4	
Epilepsy (2 hospitalized)	7	
Diabetes Workups	2	
Congenital Heart (one pending heart surgery)	2	
Possible Brain Tumor	1	
Bleeding Ulcer	1	
Dental		
Screened	3,109	73% of population
Referred	1,528	49% of 3109
Corrected	297	19% of 3109
Pending	107	7% of 3109
Two referred to Crippled Children Services for gross malocclusion		
Vision		
Screened	3,582	84% of population
Referred	247	6.9% of 3582
Follow Up		
Corrected	183	74% of referrals
Moved without correction	25	10% of referrals
Pending appointments	23	9% of referrals
No action	12	4.8% of referrals

Medical Referrals - continued

Hearing

Screened	3,362	78.6% of population
Referred	75	2.2% of screening
Corrected	45	60 % of referrals
Moved	13	17 % of referrals
No action	5	7 % of referrals
Pending appointments	12	16 % of referrals
Surgery completed	5	
Pending surgery (CCS)	12	

TBC

Screened	3,100	72.3% of population
Positives	110	3.5% of screened

Immunizations

DPT or DT series and/or booster Enrolled with completed history	2,039	47.6% of population
Referred	891	
Completed	660	74 % of referrals

Polio

Enrolled with complete history	2,499	58.3% of population
Referred	696	
Completed	359	77 % of referrals

Small Pox

Enrolled with complete history	1,916	44.7% of population
Referred	669	
Completed	391	58.4% of referrals

Measles

Had disease	561
Received vaccine	510

SUBJECTIVE DATA

A variety of techniques were used to collect subjective data on program effectiveness. These included questionnaires, opinionnaires, anecdotal records, rating scales and interview records. Information was obtained on such factors as teacher attitudes toward migrant children, workshop effectiveness and teacher estimates of pupil growth.

Case #1. A rating scale was developed in one of the regions to measure progress of children in English as a second language programs. Teachers rated children's listening skills, speaking skills, and standard English usage on a five point scale. The scales were completed for 409 children at the beginning and again at the end of their participation in the ESL program during the school year. Table 1 summarizes the gains in the teachers ratings on the second administration of the scale. It should be noted that teachers made the second rating without reference to their first rating of the children.

Case #2. Teachers in a summer program used a "Teacher's Subjective Evaluation of Student Progress" to estimate the amount of progress made by students in the program. The estimate was completed for approximately 1,000 students at the end of the summer school session. The ratings indicated that teachers believed that over one-half of the children had made some or much growth in the items rated. Table 2 (on the following page) summarizes the ratings for 1,000 children.

AVERAGE NET POINT GAINS O

Grade	Number of Students Tested	Average Student Participation Time (Months)	Net Gain
K	30	6.0	
1	102	6.0	
2	73	6.98	
3	34	6.6	
4	42	6.5	
5	44	6.7	
6	38	5.7	
7	25	6.6	
8	21	6.9	

TABLE 1

AVERAGE NET POINT GAINS ON TEACHER RATINGS OF ESL PUPILS BY TOPIC

Grade	Number of Students Tested	Average Student Participation Time (Months)	Average Gain in Rating		
			Listening Skills	Speaking Skills	Standard English Usage
K	30	6.0	.77	.71	.55
1	102	6.0	.97	.88	.68
2	73	6.98	1.06	1.00	.73
3	34	6.6	.79	.92	.80
4	42	6.5	.95	.88	.90
5	44	6.7	.72	.94	.98
6	38	5.7	.79	.72	.77
7	25	6.6	.96	1.13	.82
8	21	6.9	1.18	.93	.81
		Net Gain	.91	.90	.78

The subjective data indicate that most program activities have been highly successful in meeting the objectives of the program. Migrant children were given assistance in overcoming their educational handicaps as a result of these activities. The children improved in their classroom performance, general attitude toward school, regularity of attendance, and general behavior. Positive steps were taken to improve their general health, nutritional status, morale, self-concepts, and peer relationships.

Migrant parents expressed their satisfaction with the program. Their interest in their child's education and their participation in school and community activities improved.

TABL

SUMMARY OF TEACHERS' SUBJECTIVE
FOR 1,000 MIGR

	Much Growth	So Gr
1. Feeling of self-worth	200	4
2. General Health	58	2
3. General Appearance	77	2
4. Initiative	228	4
5. Classroom Participation	239	4
6. Enthusiasm & Interest	268	4
7. Interpersonal Relations	179	4
8. Facility in English Language Usage	170	3
9. Home & School Communications	51	1
10. Attendance	170	2
11. Auditory Discrimination	88	3
12. Visual Discrimination	81	3
13. Extended Day Activities	146	2
TOTALS	1,955	4,4

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TABLE 2

SUMMARY OF TEACHERS' SUBJECTIVE EVALUATION OF STUDENT PROGRESS FOR 1,000 MIGRANT CHILDREN

	Much Growth	Some Growth	No Observable Growth	Regression	Insufficient Data to Comment
1. Feeling of self-worth	200	453	182	5	147
2. General Health	58	255	423	4	260
3. General Appearance	77	286	463	5	146
4. Initiative	228	456	138	19	134
5. Classroom Participation	239	425	162	19	128
6. Enthusiasm & Interest	268	438	149	15	100
7. Interpersonal Relations	179	414	209	11	154
8. Facility in English Language Usage	170	377	269	9	146
9. Home & School Communications	51	171	271	1	471
10. Attendance	170	226	310	52	171
11. Auditory Discrimination	88	353	224	2	223
12. Visual Discrimination	81	372	218	3	223
13. Extended Day Activities	146	258	193	4	334
TOTALS	1,955	4,484	3,211	149	2,637

XII-SPECIAL AREAS

A. No programs in vocational education or in education for the handicapped were conducted under the California Plan for the Education of Migrant Children. Projects which included activities in secondary schools provided some services which were supplementary to ongoing vocational education programs especially for migrant youth enrolled in those schools.

Special education programs for physically, mentally, and neurologically handicapped children are authorized and especially funded under California law. All handicapped children, whether resident or migrant are eligible for special educational services under these programs.

B. No changes occured in these programs during this fiscal year.

C. All programs and services provided under the California Plan for the Education of Migrant Children are supplemental to existing programs and services made available through all other regular and special funding sources.

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XIII-CONSTRUCTION-EQUIPMENT

A. No construction, other than minor remodeling, was authorized under the California Plan for the Education of Migrant Children. Only equipment necessary to the operation of projects was authorized. All equipment purchased was justified as needed, and unavailable through other funding sources, for the successful completion of activities designed to meet program objectives.

XIV-SUPPORTIVE SERVICES

A. Interstate planning of supportive and other services to migrant children was implemented through interstate meetings of State directors of migrant education. Health services to migrant children have been recorded on uniform migrant student transfer records. This provides basic information for follow-up by receiving states.

XV-PROGRAM INTEGRATION

A. The California Plan for the Education of Migrant Children has as a major objective the full integration of migrant children into the mainstream of American life. During the regular school term all migrant students were enrolled in regular classes with resident students and in regular district schools. Children who needed specialized instruction in English as a second language, special language development programs, speech therapy, and other special educational activities were placed in special classrooms or grouped within the regular classroom for short periods of instruction by specialist teachers and aides. For the greater part of each day, the children received instruction in a completely integrated classroom.

Districts participating in summer school programs were required to carry on a regular summer school program for resident students in order that migrant children could again be fully integrated with resident students. Since most summer school programs normally are organized to provide programs dur g the morning only, special programs were provided during the afternoon which were designed to include cultural enrichment, physical education, arts and crafts, and other less formal curricula intended to bring about full participation of migrant students with the resident population in community activities.

XVI-STAFF UTILI

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XVI-STAFF UTILIZATION

A. Personnel utilized in implementing the California Plan for the Education of Migrant Children included both professionals and non-professionals. Each region determined, with the concurrence of the Bureau of Community Services and Migrant Education, the classifications of personnel to be utilized in implementing the programs in the regions. Job descriptions were developed which specified the duties of persons in each class. All services provided were supplementary to services already available to migrant children from other sources. In all, 562 teachers were employed to provide special instructional services; 1,357 aides, including instructional aides, community liaison aides, health aides, bilingual aides, and the like provided a variety of services to children and their families. A total of 326 other persons, including supervisory personnel, cooks, nurses, and clerical personnel completed the staff.

Since all programs were fully integrated into regular district schools, school staff members and others also provided educational and ancillary services to migrant children.

XVII - NEW PROGRAMS

A. Through consolidation and reorganization of the administrative structure of the California Plan for the Education of Migrant Children into regional operations, it was possible to extend services to eight additional school districts, bringing the total to 184. Local effort was maintained through a system of service agreements between agent educational agencies and school districts which specified the supplementary services to be funded by the projects, as well as those provided through district effort and other sources.

XVIII - PROGRAM CRITIQUE

A. The migrant education program, as implemented through the California Plan for the Education of Migrant Children, has been effective in providing many educational and ancillary services to migrant children. The organization of the Plan, involving regional subdivisions, has proved effective in reducing costs and preventing duplication of services. It has, through service agreements with school districts, been able to eliminate the diversion of funds into general aid to the districts and focus attention to identified migrant children. Further refinement of the Plan and organizational structure is expected to improve its effectiveness during the 1970 fiscal year.

California has been able to provide a completely integrated program of educational services to migrant children, and to involve the total co migrants, in the pla program.

A number of problems unsolved, and deserv of those planning th the national level. urgent of these are

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A number of problems, however, remain unsolved, and deserve the attention of those planning the program at the national level. Some of the most urgent of these are listed:

Preschool Programs. Consideration should be given to provision of funds for programs for children younger than five years of age. Not only is there much research to support the thesis that academic progress in school is, to a large degree, dependent upon the environment to which the young child has been exposed prior to his entry int the school. It is also apparent that in many migrant families there is a need for some provision for care of preschool age children, as care of younger siblings is a major cause of absenteeism among school age migrant pupils. Since children under five years of age are not, at present, considered in making allotments of funds to the states, any funds diverted to preschool education programs reduces the amounts available for programs for children of school age. These problems cannot be solved at the local or state level but require Federal action.

Migrant Health. The physical and mental health of migrant children is a continuing problem. It is unreasonable

XVIII - PROGRAM CRITIQUE - Continued

Migrant Health - Continued

to expect that children debilitated by disease or malnutrition, or suffering from carious teeth, or whose eyesight or hearing is impaired, or those with severe psychological problems can progress academically at a rate comparable to those in vigorous good health. In one sample reported elsewhere in this report, over 62 percent of the children screened were found to have some referable physical health problem capable of impairing their ability to learn. To deal adequately with the health problems of these children, in order to render them fully educable, is beyond the present capability of health agencies, and requires substantial support from funds primarily intended for educational programs.

Funding. A continuing set of problems encountered by the State Department of Education in implementing the Title I migrant program are related to funding. Although some progress has been made, there is still uncertainty concerning the amount of funds which will be available for the implementation of programs. There is still insufficient time after funding is assured to allow for adequate planning and staffing of projects. The amount of funds is still inadequate to meet any but the most pressing educational needs of some of the migrant children in California. Programs have necessarily been limited to activities designed to meet the highest priority needs of migrant children in areas of highest concentration of migrants and to peak impaction periods. Thus,

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Definition. Although progress has been made, the identification of migrants continues as a problem. California's position in this regard appears to be unique among the states, and is amplified by the variety in definitions of migrancy which are used by the various agencies concerned with migrants within and without the State. There is still a need for a specific Federal definition of migrancy which can be uniformly applied.